

Inspection report for early years provision

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Inspection date	23/02/2012
Inspector	Jenny Howell
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder has been registered since 2009. She lives with one child aged eight years. They live in a house in the Newton Heath area of Manchester. The whole of the ground floor and the upstairs bathroom can be used by children. There is a fully enclosed garden available for outdoor play. The childminder walks to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and can care for a maximum of six children at any one time. She is currently caring for three children in the Early Years age range. She is also registered on the compulsory and voluntary parts of the Childcare Register and is caring for three children over the age of five.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy playing and learning in a safe and secure environment. A good range of toys and resources are provided and the daily routine is organised flexibly in order to meet children's welfare needs. Relevant information is collected from parents to ensure that children's individual needs are met and daily, verbal updates take place. Appropriate policies and procedures are in place to support the childminder in safeguarding children and developing her practice. The childminder has attended all required training and receives advice from the local authority development team.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- use observational assessment to inform planning which will support individual children in making progress towards the early learning goals in all areas of learning
- create an environment rich in print and display numerals in purposeful contexts.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place in order to safeguard children. Detailed risk assessments of all areas of the house are carried out and these are updated daily. Careful forward planning helps the childminder to ensure that she has identified any potential hazards. She then takes action in order to avoid or minimise these. Safety equipment, such as socket covers, stair gates and smoke detectors are in

place to further promote children's safety. The childminder understands child protection procedures and has relevant contact numbers on file. She has also attended safeguarding training.

Current training in paediatric first aid is in place, allowing the childminder to act quickly in the event of an accident or emergency. Simple health routines, such as washing hands after changing nappies and providing paper towels in the bathroom, help the childminder to ensure that children's good health is promoted.

As her business has developed the childminder has been able to reflect upon, and improve her practice. She has introduced development files for all children within the Early Years Foundation Stage and has reflected upon, and improved the quality of the learning environment. However, a formal system of self-evaluation has not yet been introduced in order to support the childminder in identifying strengths and areas for improvement, in order to support continuous and consistent improvement.

Appropriate use is made of the space available. Children move freely between two rooms, providing them with sufficient space in which to play, eat, rest and relax. The garden has recently been developed to provide children with more opportunities to play outdoors and increased access to exploratory and messy play activities. Children are provided with a range of resources which are appropriate to their ages and stages of development. These are stored in clear boxes so that children can see what is available and help themselves.

Positive relationships with parents are fostered in order to support the childminder in providing appropriate individual care. All of the relevant parental permissions are obtained and the full range of policies and procedures are shared and discussed. Parents are informed about what to do should they wish to make a complaint and their views are actively sought through a questionnaire. All children are fully valued and included as individuals. Their changing routines are catered for and their views and family lives are respected. Advice and guidance has been used by the childminder in order to develop her practice and she regularly attends childminding toddler groups to share ideas with other childminders.

The quality and standards of the early years provision and outcomes for children

Children's needs are carefully attended to by the childminder. They are supported in sleeping or resting when they are tired and there are frequent nappy changes or trips to the toilet throughout the day. Children are made to feel very welcome. They move freely between two rooms and are able to help themselves to a variety of toys and games. The organisation of the learning provides children with free access to resources. However children do not currently see letters, words and numbers displayed in meaning contexts in order to promote their recognition and understanding of these. Children's confidence is built through regular use of praise and encouragement and they are supported in playing at their own level. Babies and toddlers have access to toys and equipment, such as bouncers and high-chairs, which meet their needs. Children's learning and development is supported

by the childminder. She provides a range of activities which broadly cover all areas of learning and enhances learning through trips around the local area. Observations and assessments of what children can do are recorded and the childminder has started to use these to track the progress children are making towards the early learning goals. However, she is not yet using this information to plan and provide activities which will fully support children in making consistent progress in all areas of learning.

Children become engaged in play and enjoy learning. They show delight as they blow and catch bubbles and concentrate as they try to complete a puzzle. Children enjoy the company of others and are able to play collaboratively with children of different ages. Children's social skills develop as they attend playgroups or pass each other crayons. They investigate materials in the world around them through sand and water play and observe the changing seasons as they walk home from school. Children express their creativity as they play musical instruments and draw pictures.

Children are able to develop skills for the future. They have access to a computer where they play educational games and practise their mouse skills. They learn how to use books and enjoy cuddling up for a story. Counting is incorporated into the daily routines as children count how many toys they have got out or how tall their tower is. Children solve problems as they complete jigsaws or find which hole to post a shape into. Older children are supported in completing their homework.

Children behave very well. They respond happily to instructions from the childminder and show care and consideration towards each other. Children learn to respect others and are learning about difference and diversity as they explore world festivals such as Eid and Diwali. Children behave safely, remembering to walk indoors and holding on to the buggy while out and about. Walks around the local areas are also used as an opportunity to learn about road safety. Children demonstrate that they feel very safe and secure in the company of the childminder and turn to her for comfort when they are upset.

Children develop good health and hygiene routines. They are beginning to become more independent in their personal care and are well supported in learning to use the toilet and wash their hands. Children enjoy a good range of opportunities to exercise. They walk to school daily and regularly visit parks and playgroups where they can access large play equipment. Healthy eating is promoted as the childminder provides fresh fruit for snack and parents are supported in providing nutritious packed lunches.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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